



**ESH452 INFORMATION TECHNOLOGY:
ASSIGNMENT 2**

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TASK DESCRIPTION

- There are a multitude of web-based learning resources available to teachers to use in their classroom practice.
- This task provides you with an opportunity to search for, and then evaluate, some of those resources.
- Your task is to find three web-based learning resources (from sites such as Scoutle) and to evaluate them for classroom use.



IN ORDER TO DO THIS YOU MUST:

- **describe** the classroom context for which you are considering the resources.
- For instance, you must describe
 - the age/year group
 - the familiarity (or otherwise) of the students with ICT learning resources
 - the students' access to computers both in the classroom and at home
 - the curriculum areas you are requiring learning resources for (whether it's literacy or science ...)



EXAMPLE OF THE CONTEXT

I am evaluating resources for students in Grade 3-4. This group of students do not have regular access to computers in their classroom and do not have sophisticated ICT skills. The classroom teacher does not incorporate ICT into the program, although does reward 'good' behaviour with five minutes of computer time at the beginning of the day. The computer is an older PC and has basic games installed. The majority of students do not have access to computers at home.

The curriculum areas I am focusing on are science and citizenship – specifically systems (food chains; systems within the human body; systems of democracy).

All students have high level literacy skills in print-based material.

[113 words]

AN EXAMPLE OF A LEARNING RESOURCE

o UniScootle > Who's for dinner

Description

- Look closely at a food chain and food web from a billabong habitat. Help animals to feed and survive. Play the role of a tadpole, fish or heron. Help the animal to grow and breed by feeding and avoiding predators.
- Notice that eating high-value food sources may increase an animal's risk of being attacked by predators.

Key learning objectives

- Students investigate the relationships between organisms within a wetland environment.
- Students identify how a range of animals evade predators and maintain their health and energy.

Year Level: 3 - 4

The screenshot shows the UniScootle website interface. At the top, there is a navigation bar with links: Home, Advanced search, Find on map, Find on timeline, A to Z, and Learning paths. Below this, a search bar contains the text 'Back to search results' and 'L25 Who's for dinner?'. To the right of the search bar, there are links for 'View content', 'Rate & suggest', and 'Add tags'. Below the search bar, there is a button 'Add this item to my learning paths'. The main content area features a thumbnail image of a food web diagram titled 'ONE FOOD WEB'. The diagram shows various animals in a wetland habitat, including a tadpole, a fish, a heron, and a crocodile, connected by arrows indicating the flow of energy. Below the thumbnail, there is a 'Continue' button. At the bottom of the page, there are tabs for 'Details' and 'Suggestions'.

WELCOME TO WHO'S FOR DINNER?

This billabong and the land around it are home to many animals and plants. It is their habitat. They eat, sleep and have their offspring (babies) here.

Plants use water, nutrients and energy from the sun to grow. Animals eat the plants. Other animals eat the animals that eat the plants. Biologists draw food chains to show who eats what. Many food chains in a habitat make a food web.

Continue

Skip

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HEALTH **GROWTH**

HINT!

You must avoid being eaten by the crocodile and get enough food for you and your offspring. Fish are worth two points but tadpoles and dragonflies won't give you much energy so they are worth one point. When you get three points you must feed your offspring. When you have fed all three offspring and have twenty points you will be a success.

Continue

**DESCRIBE THE FEATURES OF EACH RESOURCE
— AN EXAMPLE ONLY**

- Who's for dinner, is an interactive 'game' designed for students in Grades 3 and 4. Features of this resource include:
 - Written description of the introductory image (it is an image of a billabong...)
 - the capacity to hear words that are underlined: for instance students can click on the word billabong and hear the word as well as read a definition of the word.
 - additional information about the images when clicked on them: for instance, when students click on the image of a bird information about the heron is displayed on the screen (students can click on the word to hear it).
 - The resources assumes a high degree of literacy skill (for example decoding text, comprehension) as well as computer literacy (knowing to click underlined words, mouse or keyboard controls).
 - Animation and colour are other features of this resource, however there are no sound effects.

THIS IS THE MOST IMPORTANT ASPECT OF YOUR ASSIGNMENT

- **Identify** criteria for your evaluation
- For instance, you might:
 - examine the resource's capacity to enhance student learning on a particular topic/theme;
 - usability;
 - accuracy of information;
 - appropriateness for a particular age group.

- **discuss** *how* and *why* each resource you have chosen is appropriate for classroom use. (TIP: ensure you answer both questions – this will link to your criteria)
- Would you recommend the learning resource to others? Why/why not?
- **reflect** on the implications of resources such as these for **your** classroom practice.

STRUCTURE

- Description of the **context** – including the curriculum area/s you require learning resources for (global, you won't do this for each resource)
- **Criteria** for evaluating a resource (global)
- **Features** of learning resource one
- **Evaluation** of learning resource one (against the criteria you have established) which includes the responses to the other questions outlined in the task description (how and why you would use the resource; would you recommend it to others; implications for **your** practice)
- **Features** of learning resource two ... (and so on)

IMPORTANT ISSUES

- Use subheadings
- You are not developing an argument (as you would in an essay) so your evaluation doesn't have to "flow" from one learning resource to another as it would from one point to another
- You might, however, find links across and between the three learning resources, so you might write something like: While learning resource 1 (name it though) did not meet the criteria I established, learning resource 2 satisfies all of the criteria.
- You do not need an introduction or a conclusion

OTHER ISSUES

- This is NOT an essay.
- Spelling, punctuation and grammar are still vitally important (they are important for clear communication, not just for essay writing)
- PROOFREAD your work. I do not want to see people defiantly using a resource when what they actually mean is that they will definitely use the resource – know the difference between defiant and definite
